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ABSTRACT

A study was conducted to examine the transfer rates of 395 community colleges participating in the 1993 Transfer Assembly to determine on the underlying causes behind different transfer rates. Of the states supplying information for the 1989 cohort, for example, seven had at least one college reporting a high (above 25%) and a low (below 15%) transfer rate. Site visits were arranged for 14 high and low colleges in California, Illinois, New York, Texas, and Washington. Three instruments were developed for the project: a General Interview Form, Faculty Survey; and Student Survey. Data gathered from these instruments and site visits revealed: (1) more students transfer when college administrators and faculty actively endorse and encourage it; (2) transfer is facilitated by clear articulation agreements, universities accepting feeder college courses more readily, and counseling; (3) articulation agreements are helpful but probably affect transfer rates only marginally; (4) common course numbering helps guarantee proper credit will be given for feeder college courses; (5) key personnel at high transfer rate institutions are more likely to assign transfer priority; (6) universities make transfer more difficult by not accepting specific courses, not allowing admissions to some degree programs, and not perceiving transfer students as adequately prepared; and (7) students who come from high schools with sufficient reading and math skills are more likely to transfer than those who require developmental courses. (Survey instruments are appended.) (KP)

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Policies and Programs that Affect Transfer

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JC 950 410

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Policies and Programs that Affect Transfer

Florence B. Brawer

Since two-year colleges began, transfer has been central to their mission. Even though college emphasis shifts, with more activities being incorporated into the curriculum over time, transfer has remained an important function. Still, this function varies across institutions. Some colleges emphasize occupational education, community services, and developmental education, and transfer takes a back seat. In some places, transfer might seem an afterthought, with primary attention focused elsewhere.

Despite the vagaries of purpose and direction, we believe that transfer must remain a major presence if the institutions are to be truly collegiate. For more than a decade, beginning with early research on the liberal arts, the Center for the Study of Community Colleges (CSCC) has examined these institutions in terms of the transfer component. Projects sponsored by the Center and funded by the National Endowment for the Humanities, the National Science Foundation, the Andrew W. Mellon Foundation, and the

Ford Foundation, all spoke to the transfer issue. Ford's Urban Community Colleges Transfer Opportunity Program (UCCTOP) supported various transfer activities in five urban colleges, and a second phase of this project funded 24 institutions (Cohen, Brawer and Bensimon, 1985).

The Transfer Assembly

These earlier efforts all contributed to both the colleges and the literature, but they failed to provide hard data on the actual transfer rates in participating institutions. The Transfer Assembly, again sponsored by the Ford Foundation and again conducted by the Center for the Study of Community Colleges (the Center, CSCC), has attempted to redress the dearth of data from other projects.

Since 1989, the Center has tracked transfer rates in a number of community colleges according to a strict and consistent definition. This definition is based on several premises: the denominator for establishing the transfer rate should include only those students who take college credit courses because most remedial and non-credit work is non-transferable. The definition should include students who complete a specified number of credits at the college, who have been enrolled long enough for the college staff to have a chance to work with them. It should allow at least a four-year span between community college entrance and transfer to a baccalaureate-granting institution because few students matriculate and then move on within only a couple of years. And finally, the definition should be based on data that are available from student records at the college and at the universities or the state system offices.

Based on these criteria, our transfer rate is defined as: *all students entering the community college in a given year who have no prior college experience and who complete at least twelve college-credit units, divided into the number of that group who take one or more classes at an in-state, public university, within four years.*

The Center staff began the Transfer Assembly by inviting participation from a sample of the nation's community colleges. Since the Ford Foundation is particularly interested in the progress of minority students, the initial invitation was tendered to 240 colleges from institutions that had at least 25 percent minority population. The first round of requests in 1989 found 48 of the invited institutions able to provide the requisite data. The sample of colleges invited was expanded in 1990 and 1991, and in 1992 the Transfer Assembly sought data from state agencies as well as from single colleges. The information received from 1989 through 1994 college entrance dates is as follows:

Table 1

Transfer Rates From Community Colleges to Baccalaureate Granting Institutions, 1984-1989

Year	Number of Participating	Year Students Entered Colleges	Number of Entrants	Percentage Receiving 12+Credits Within FourYears	Percentage Transferring Within4Years
1990	48	1984	77,903	50.5%	23.7%
1991	114	1985	191,748	46.7	23.6
1992	155	1986	267,150	46.7	23.4
1993	366	1987	507,757	46.9	22.6
1994	395	1988	522,758	45.5	22.1
1995*	384	1989	468,892	44.6	21

Source: Center for the Study of Community Colleges, 1995. The 1994 data were derived from all or most of the colleges in: California, Colorado, Illinois, Kentucky, Louisiana, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, Texas, West Virginia, and Wisconsin, plus a few colleges in several other states.

Information emanating from the Transfer Assembly is useful for several purposes. It can assist colleges in evaluating their own activities in transferring students to four-year institutions. It provides college spokespersons with hard data that can then inform high school students, the laity, and the popular press. It offers a base line for comparing individual norms. However, certain questions remain. How, for example, can we explain the vast differences in transfer rates that exist in colleges across the nation? How can we understand differences in the rates in the same states, operating under the same central guidelines?

* To be adjusted after more data are received.

The Present Study

Colleges participating in the study reported here, which was funded by Judith S. Eaton as part of a Ford Foundation Grant, were drawn from the 1993 roster of colleges participating in the Transfer Assembly. The transfer rates in those 395 institutions ranged from a high of 61.4% to a low of 8.3%. The major thrust of the present project was to discover the underlying causes behind differential transfer rates, and to address some pertinent questions:

- Why does one college transfer many students to a four-year institution while its neighboring institution transfers few students?
- Is proximity to a four-year college or university the dominant factor?
- What are the internal forces affecting transfer?
- Since colleges in the same state operate under the same state guidelines, do other external forces mandate differential rates?

The Transfer Assembly findings for the 1989 entrants (1993 roster) show that the transfer rates among the states varied from 14 to 40 percent. We know that these rates are determined in part by extramural considerations: state policies, community demographics, the proximity of receiving universities, and so on. But that does not explain the full story. With transfer rates for colleges in the same state showing a variance that averages 29 percent, the differences cannot be reasonably attributable solely to immutable characteristics of the colleges' environment.

Procedure

Of the states supplying information for the 1989 cohort according to our operational definition, seven had at least one college reporting a high (above 25%) and a low (below 15%) transfer rate: California, Illinois, New York, Oklahoma, Tennessee, Texas and Washington. Most colleges selected to participate in this project were fairly close to each other and, although highs and lows existed in each of these states, the same intra-state guidelines pertained to the two colleges finally chosen for the project.

Initial plans called for visits to 14 selected colleges in the seven states. However, because meetings could not be arranged comfortably in all states, Oklahoma and Tennessee were not visited. Administrative personnel in the four colleges in those states were mailed individual interview forms. Returns of these mailed surveys were fewer in number but important to the data pool.

Arranging meetings at the selected colleges became a story in itself. In fact, it was suggested that several pages be devoted to anecdotes about "Getting There." Scheduling three people coming from the east and west coasts and finding times convenient to the colleges when key personnel were available, posed interesting problems. In one instance, for example, just before the scheduled visit, a college received a bid to a major football "bowl" game and several key college personnel traveled east to cheer their team. Since travel plans could not be changed from the researchers' standpoint, the interviews were conducted with those key people who were still on campus, and interview forms were left for the missing personnel, to be completed individually and returned by mail.

The institutions selected for inclusion in the project were:

California:	Diablo Valley College
	Los Medanos College
Illinois:	John A. Logan College
	Southeastern Illinois College
New York:	Ulster County Community College
	Westchester Community College
Oklahoma:	Northern Oklahoma College
	Oklahoma City Community College
Tennessee:	Northeast State Technical Community College
	Roane State Community College
Texas:	Blinn College
	El Paso Community College
Washington:	Bellevue Community College
	Highline Community College

Letters of invitation were sent to each president in the 14 colleges, asking them to identify a campus facilitator who would act as liaison between the college and the Center for the Study of Community Colleges, and between the facilitator and the teaching faculty who would participate. The initial letter also requested such documents as college catalogs, schedules of classes, institutional research reports, press releases, newspapers and other relevant information about the college and local community. These documents were reviewed by the researchers who would be visiting the colleges.

Three types of instruments were developed for the project: the General Interview Form, Faculty Survey, and Student Survey (see Appendix A). During this phase, a random sample of classes was selected from each colleges' 1994 Schedule of Classes based on the number of full-time students enrolled at the college. In order to approximately balance the sample of classes by institution, the following guideline served as a benchmark: for enrollments between 1,000 and 1,500 students, 15 classes were sampled; 20 classes were sampled for enrollments between 2,500 and 3,499; 25 classes sampled (3,500 to 4,000 students), and 30-35 classes with more than 7,000 students.

The classes were coded using the scheme developed for previous studies conducted by the Center for the Study of Community Colleges. Classes were categorized as either Liberal Arts or Non-Liberal Arts, and further coded into a specific discipline. According to the scheme, the liberal arts curriculum is divided into six major disciplines: humanities, English, fine and performing arts, social sciences, and mathematics and computer sciences. The taxonomy for coding the non-liberal arts curriculum derived from the CSCC's curriculum study (Cohen and Ignash, 1994) in which the coding scheme was developed from Grubb's (1987) "Taxonomy of Academic and Vocational Courses for Less-than-4-Year Postsecondary Institutions." As a result, a CSCC taxonomy was utilized that included ten major discipline areas: agriculture technology, business and office, marketing and distribution, health, home economics, technical education, engineering technologies, trade and industry, education and other.

The General Interview Form

Of the four components providing data about college practices that affect student transfer, the General Interview Form focused on college administrators -- presidents, chancellors, members of boards of trustees, academic deans, advisor or department heads, student affairs officers, counselors, transfer center coordinators, orientation officers, institutional researchers, and/or financial aid officers. Although not every administrator in each of the 14 colleges responded to this form, we have completed surveys from 53 people in the seven high transfer colleges and 65 in the low transfer colleges.

Most of the interviews were individual, conducted by Arthur M. Cohen, Florence B. Brawer and Judith S. Eaton. Interview forms for Oklahoma City Community College, Northern Oklahoma Colleges, Roane State College (TN) and Northeastern College, also in Tennessee, were mailed since these colleges were not visited; a few forms were mailed in from one of the other colleges. Interviews were conducted from September, 1994 to February, 1995.

The responses were not cohesive across personnel responsibility -- that is to say, a counselor in one college did not respond to certain questions in a manner similar to counselors in other places, CEOs would not tend to cluster, etc. Yet, when the responses are reviewed, certain patterns do appear. Before presenting the responses and some observations, a few comments and caveats appear to be in order:

- Some community college personnel who were interviewed for the study offered numerous responses to one question. In most cases, multiple responses were requested

and appropriate. Hence, the tallying of responses often reflects multiple answers by participants, and does not necessarily add up to include all respondents.

- Although we believe the accuracy of the number and type of responses given by participants is high, there is always, of course, a margin of error. Responses to all questions were read carefully, and were, to the best of our ability included in the tallying of responses.

- Finally, all responses are not reported here. Since the General Interview Form was open-ended, some of the responses were repeated and others, not relevant. Responses that directly bore on transfer activities and/or that might suggest or explain various rates were emphasized in tallying and reporting.

Results and Discussion

Table 2

How do you think the five general functions of community colleges are emphasized here? (Most important function = 1, and last = 5)

	Low Transfer College		High Transfer College	
	(N=66)	(N=60)	(N=49)	(N=49)
	#1	#5	#1	#5
Career Upgrade	12%	12%	4%	10%
Community Services	0	73	0	55
Job Entry	29	2	8	14
Remedial/Developmental	14	8	0	16
Transfer	45	5	88	4

While respondents in both low and high transfer colleges reported the same functions as most and least emphasized, the intensity varied. Expectantly, more people in high than in low transfer institutions designated transfer as the most emphasized function.

Results presented in Tables 3 through 19 are tallied in terms of the percentages of responses designating a prescribed category.

Table 3

If you had full control over the situation at this college, how would you rank these functions?

	Low Transfer Colleges		High Transfer Colleges	
	(N=62)	(N=59)	(N=44)	(N=43)
	#1	#5	#1	#5
Career upgrade	18%	7%	5%	16%
Community Services	0	67	2	59
Job Entry	27	3	11	5
Remedial/Developmental	16	20	11	14
Transfer	39	3	70	6

This question relating to preference indicates similar trends -- with the transfer function high for both groups and community services, low. Again, the tendencies are greater for the high transfer colleges, suggesting a more pervasive intent in the transfer function.

Table 4

What forces within your own institution contribute to or facilitate transfer?

	Low Transfer Colleges	High Transfer Colleges
	(N=60)	(N=49)
Counseling and advising services	85%	69%
Established transfer centers	38	20
Faculty advisors	53	51
Information systems	23	20
Support from administrators, other staff	42	45

Since the number of responses offered by any one person would vary, the percentages do not reflect actual numbers but strengths of the forces .

Other forces offered by the respondents included articulation agreements, educational planning centers, division chairs, faculty commitment, course variety, and student intent. None of these optional responses seem to offer unusual support for transfer. In both high and low transfer colleges, counseling and advising services predominate as positive forces, followed in both cases by faculty advisors.

Table 5

What forces seem to impede the transfer process?

	Low Transfer Colleges	High Transfer Colleges
	(N=59)	(N=45)
Counseling and advising services	12%	2%
Established transfer centers	14	11
Faculty advisors	14	9
Information systems	122	33
Support from administrators, other staff	7	11

Again, percentages do not reflect number of respondents but perceived intensity of forces

Some interesting comments were elicited by this question. Rivalry with the university stands out: "They make it tough for our students." Other deterrents are limitations on financial aid, external perceptions that the college is geared to the vocational technology function, lack of transfer centers, and limited number of counselors. The most serious impediments, however, all relate to further difficulties with the universities -- either in accepting students gracefully, accepting proper courses or providing counseling once transfer is effected.

For these first four questions, the consistency in rankings among respondents in both low and high transfer colleges is interesting, but certainly does not discriminate among the institutions. What does differentiate the two groups, however, is the strength of the rankings. While transfer was marked first in both groups as the most emphasized function, twice as many high as low transfer colleges respondents ranked it as first. For desired emphasis, again more administrators in high than low transfer colleges said that they would select transfer.

Question 5. * What would you estimate to be the percentage of students from this college who transfer to four-year colleges or universities?

Very few of the respondents were aware of their college's true transfer rate. However, the estimates given by staff members in both high and low colleges reflected a general sense of this measure. Those in the high transfer-rate colleges tended to give a higher number and those in the low transfer-rate colleges guessed lower.

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* Janel A. S. Henriksen was responsible for the coding of and many of the observations for questions 5 through 20.

Table 6

What particular student services tend to facilitate transfer on this campus? (e.g. transfer days, counseling, visits from university personnel, etc.?)

	Low Transfer Colleges	High Transfer Colleges
Total number of respondents to this question	57	46
Counseling/Advising	46%	57%
Visits from four-year colleges	33	33
Transfer days	30	30
Transfer Center	25	4
Articulation officer/agreements	9	15
Course equivalency	9	---
Information for visas	5	---
Career Center	5	---
Placement Center	4	---
High School visits	4	2
Other	19	30

Percentages total more than 100 due to multiple responses of participants.

Other services offered by some respondents included personal work with students, financial aid scholarships, orientation programs, career clubs, and campus housing. For both groups, the parallels are interesting for counseling/advising, university visits, and transfer days.

Table 7

What types of financial aid are available to what students? How many students receive it?

	Low Transfer Colleges	High Transfer Colleges
Total number of respondents to this question	49	46
State aid	76%	63%
Federal aid	57	59
(Federal and State aid include Pell Grants and student loans)		
Work Study	22	6
Institutional grants	20	---
Scholarships	18	33
Tuition waivers	16	---
College Foundation	12	---
EOPS	10	11
Loans	6	24
Other	---	9

Percentages total more than 100 due to multiple responses of participants.

The responses dealing with the number of students receiving aid were estimates. They ranged in the low transfer colleges from 20 to 70 percent, with some of the respondents numbering recipients as 2400, 3330 and 5000. (The fairly specific numbers were offered by financial aid officers). In the high transfer colleges, the estimates ranged from 10 to 80 percent, with the single actual number as 2400 students.

Table 8

How are students made aware of financial aid (e.g. school newspaper)?

	Low Transfer Colleges	High Transfer Colleges
Total number of respondents to this question	48	33
College publications	57%	60%
Counselors	19	15
Financial aid services/office	15	9
High school counselors	15	33
Word of mouth	11	---
Workshops	8	18
High school career days	6	15
Catalogs	---	45
School publications/media	---	9
Bulletin boards	---	18
Orientation	4	15
Other	6	12

Percentages total more than 100 due to multiple responses of participants.

Other responses included peers and proximity of all student services and offices.

Table 9

Generally, how well informed is the faculty on transfer issues?

	Low Transfer Colleges	High Transfer Colleges
Total number of respondents who answered	59	46
Very well informed	32%	33%
Well informed	19	20
Not well informed	18	13
Other/Unknown	22	20

Percentages total more than 100 due to multiple responses of participants.

Some comments provide more information on faculty awareness of transfer issues. For example:

- Counselors are the key.
- Most are 'discipline specific'.
- No leader has ever said that transfer was important.
- Faculty watch for course requirement changes.
- Lots of contact with four-year faculty; Faculty have overcome some resistance of counselors to their advising students.

Table 10

Aside from their actual teaching, what direct input do faculty make to students who expect to transfer? For example, encourage meeting students at their office hours?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	56	46
As advisors/counselors	27%	54%
Individual work with students	18	---
Office hour meetings	13	37
Very little	11	---
Club sponsorship	9	---
Casual/per-need basis	---	9
Transfer committees	---	4
Other/Unknown	20	30

Percentages total more than 100 due to multiple responses of participants.

Some selected remarks from participants in the low transfer colleges are of interest:

- We don't do a very good job in this area.
- Transfer seems unrelated to curriculum - 30% of the students declare a transfer intent, but don't stay in this curriculum; Lots of misinformation is given.

And from the high transfer college respondents:

- Faculty contribute to the 'mind set.'
- Faculty are student centered.
- Peer pressure on faculty to maintain office hours.

Faculty at both low and high transfer rate colleges are reported to offer students the most assistance with transfer goals when they serve as counselors/advisors to students.

Table 11

What role do administrators play in advising students for transfer?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	55	46
None	27%	17%
Facilitator	18	---
Little	11	11
As an interested administrator	9	9
Student Services	7	---
Advise students	5	-41
Other/Unknown	20	24

Percentages total more than 100 due to multiple responses of participants.

One response in particular sheds light on the involvement of a high transfer college: "Administrators agree that preparation for transfer is the main thing the college

does. [It] drives all decision making." The results here suggest that whereas administrators reportedly play little or no role in assisting with student transfer at low transfer rate colleges, more administrators serve in student advising roles at high transfer rate colleges, thus working more closely with students.

Table 12

Are there jobs on campus for students? How many? What do they do?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	55	46
Support staff/clerical	65%	50%
Work study	56	17
Tutors	20	15
Physical plant/maintenance	2	15
Lab work	2	11
Library	2	9
Other/Unknown	15	30

Percentages total more than 100 due to multiple responses of participants.

Very few respondents indicated the number of jobs available on campus; few even ventured a guess. And very few respondents indicated the number of students who work on campus. This pertains to both college cohorts.

Table 13

What types of honors programs and/or campus clubs exist? What do you think are the students' perceptions of these programs?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	54	43
Greek clubs (including Phi Theta Kappa)	57%	63%
Honors programs	52	12
Discipline-oriented clubs	37	28
Cultural/discipline oriented clubs	11	23
Dean's list/scholars clubs	5	23
Other/Unknown	2	7

Percentages total more than 100 due to multiple responses of participants.

Two comments from respondents in high transfer colleges suggest the "casual" nature of the community college: Late afternoon and evening students as well as students at off-campus sites often feel left out of various activities"; [The community college] is a 'suitcase' college. Students have loyalty to high school or senior colleges, not to the CC."

Table 14

Describe:

How many faculty use course syllabi that include specific student outcomes?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	49	42
All	65%	40%
Most	12	5
Unknown	6	17
Other	4	14

Faculty exchanges between two- and four-year institutions?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	52	39
None	52%	28%
Some	13	51
Team-teaching programs	6	3
Informal	4	10
International exchanges	4	8
Other/Unknown	13	---

Mandatory orientation sessions?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	53	37
Upon entering	30%	35%
None	30	46
Optional	25	8
Other/Unknown	6	---

In the low colleges: "[Students] don't show up. [Only] one thousand out of 12,000."

Mandatory placement in special programs?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	50	39
Yes	42%	62%
Remedial classes	20	5
Writing and math only	20	---
None	10	31
For prerequisites only	8	---
Other/Unknown	8	13

Articulation agreements?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	52	42
State/standard agreements	71%	52%
With high schools	10	10
With colleges	8	14
Course by course	4	---
At department level	2	---
Other/Unknown	6	17

Common course numbering?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	49	37
No	53%	24%
Yes	14	35
Some	6	3
In progress	6	8
Other/Unknown	4	5

Course equivalent?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	48	33
Yes	54%	66%
No	8	6
In progress	4	3

All percentages above total more than 100 due to multiple responses of participants.

Recommendations by respondents in low transfer colleges are interesting and potentially useful in explaining transfer rate differentials:

- Direct transfer agreement to another university if transfer to one fails.
- University visits for 'risk' students.
- University offices on community college campuses.
- Four-year equivalent courses at community colleges.

Comments from high transfer college respondents were generally not tangental.

More faculty reportedly use (or are required to use) a standard, or some form of syllabi for their courses at low transfer rate colleges than at high. Most respondents from both types of colleges indicated that such use was either in progress, desirable or already in practice.

Low transfer rate college participants were more likely to state that faculty do not participate in faculty exchanges. High transfer rate participants tended to say that faculty at their campuses are involved in such programs, whether structured or informal.

Common course numbering was reportedly more prevalent at high transfer rate colleges than at low transfer rate colleges.

Table 15

And what in the curriculum hinders this same process?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	43	31
Students who change from vocational education to transfer education curriculum	28%	13%
Nothing	14	19
General education requirements	12	---
Four-year faculty resistance to transfer	12	---
Perception of community college as having watered-down curriculum	9	---
Changing requirements	9	---
Student behavior/poor planning	7	10
Prerequisites for some majors	5	---
Developmental and transfer level gap	5	6
Course transfer difficulties	5	29
Other/Unknown	21	---

Percentages total more than 100 due to multiple responses of participants.

Again, a respondent from a low transfer rate institution sums up a major obstruction: "Half of the students have to take a remedial course, thus a pressure to relax studies." Other hindrances to transfer at low transfer rate colleges were reported to be four-year colleges' resistance to transfer and students' changes in education plans (e.g.

changing from vocational to transfer tracks). At high transfer rate colleges, such barriers included the difficulty in transferring courses for credit to four-year institutions, and poor institutional planning.

Table 16

What program, curriculum or set of courses contribute most to transfer?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	43	40
Liberal arts	26%	30%
General education requirement/core	26	28
Articulation agreements	16	3
Math/Science courses	14	13
Social science courses	9	3
Business/accounting courses	7	20
Other/Unknown	12	40

Percentages total more than 100 due to multiple responses of participants.

At low transfer rate colleges, articulation agreements were reported as contributing most to transfer. Articulation was mentioned more often in this cohort than in the high transfer rate colleges.

Table 17

Can students enroll concurrently at this college and another institution? Do they?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	55	41
Yes, they can	80%	88%
Yes, they do	25	68
Frequently	25	---
A few	20	12
Not structured	13	---
Not often	9	---
From state university (reverse transfer)	4	2
High school students	2	7
Other/Unknown	---	10

Percentages total more than 100 due to multiple responses of participants.

Comments from administrators in both types of colleges include:

- They pay tuition at both institutions.
- Concurrent tuition option is available to students.
- Enthusiastic, dedicated, very involved with transfer issues.

Table 18

What state system or policies have a positive impact on transfer (e.g. articulation guidelines)?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	50	35
Articulation agreements/programs	38%	37%
Common course numbering	10	11
2+2+2 program	4	---
Arrangements with four-year college	---	11
Transfer equivalents	---	9
Required matriculation participation	---	6
Four-year support of transfer	---	6
Other/Unknown	20	23

Percentages total more than 100 due to multiple responses of participants.

For both cohorts, articulation agreements and common course numbering appear to be the most effective policies. The high transfer rate college respondents indicated broader variety of policies that affect transfer.

Responses to the questions, "What are the major universities and four-year colleges to which your students transfer? Approximately how far away are they from your college?" were of course idiosyncratic to each institution. The single notable item is the fact that almost every respondent identified sever four-year institutions to which their students transferred. Some of these were proximate to the community college; others were not. Proximity does not appear to explain transfer tendencies.

Table 19

Assuming that transfer from two-year colleges to baccalaureate institutions is desirable, what steps would you like to see taken to facilitate that process?

	Low Transfer Colleges	High Transfer Colleges
Number of respondents to this question	56	41
Articulation agreements	18%	15%
Improved transfer advising	14	7
Expand on common courses	11	
Establish a "comprehensive advising program"	9	
Faculty involvement in course development	9	
Better institutional or state-wide organization	7	
Transfer student priority	7	
Better program connections to university programs	4	
Faculty exchanges between 2- and 4-year institutions	4	
Make regulations easier	4	
Schedule classes so students can complete them	4	
University expansion of capacity	4	
More information to students	4	
High school programs	4	
Curriculum reorganization/restructure	4	
Sophomore exam/junior transfer restructure		12
Student mentoring for the under-prepped		10
2-year/4-year college communication		10
More visits from 4-year colleges		5
More financial aid money		5
Implement a transfer center for all students		5
Other/Unknown	23	49

Percentages total more than 100 due to multiple responses of participants.

When participants were asked for recommendations to bolster students' chances of transferring to four-year institutions, those at low transfer rate colleges frequently mentioned the resistance or hesitancy of four-year colleges to accept community college courses for credit, a sense of "arrogance" about four-year colleges in terms of how they perceive community colleges, and a feeling of unrest about the community colleges' relationship with neighboring four-year colleges and universities.

Some responses from interviewees in low transfer colleges are relevant:

- College roots were in general education...original purpose has remained in tact. This allows for ignorance regarding...transfer.
- Educate baccalaureate institution faculty members to the fact that learning can occur at colleges other than their own.
- If an articulation agreements is in place a student should be able to transfer under the terms of that agreement without being harassed or intimidated by faculty members.

Summary

People are people -- and it does not seem to matter whether they work in high transfer or low transfer colleges as far as their commitment and observations are concerned. And, colleges are colleges. Transfer is considered a major force by administrators in both cohorts - high and low. The emphasis, however, seems to be greater in the high transfer colleges while more people are committed to that function, in those institutions participants from both groups seem to have similar notions of what it would take to increase transfer rates. At the same time, individuals vary in terms of their own

commitment to that role, and this variance is not endemic to either a low or high transfer institutions.

Responses to the General Interview Form suggest both similarities and differences among the cohorts in low and high transfer institutions:

- Most respondents knew about financial aid sources, student awareness of financial aid, and honors societies and programs.
- Administrators play a limited role in advising students.
- Most colleges require syllabi, fewer require syllabi with defined objectives, and the actual use of these syllabi is questionable.
- Most colleges (high and low) have transfer days and most have articulation agreements or with four-year institutions.
- Mandatory placement in special classes is somewhat related to state guidelines. In Texas, Illinois, and New York, such obligatory placement pertains to both high and low transfer colleges. Tennessee also has mandatory placement, a direct result of the Tennessee Academic Assessment and Placement Program (AAPP). However, both high and low college respondents to the questions about mandatory placement suggest that it is not a corollary of transfer rate; 20 in high colleges and 22 in low colleges so acknowledge, as compared with 12 in high and 15 in low saying no to the question.

Table 20

Mandatory placement in special classes

	High Colleges			Low Colleges		
	Yes	No	No response	Yes	No	No response
TX	8		2	6		4
IL	4	1	4	6	2	3
CA		6	3	1	6	5
NY	4		2	2	1	1
WA		5		7	1	1
TN	4	1	1			
Total	20	13	12	22	10	15

The Faculty Survey - Results and Discussion*

Before administering the questionnaires to faculty and students at the selected colleges, a proposed list of classes was sent to the facilitator to verify that the class was offered during fall semester, the name of the instructor, place, time, and number of students enrolled (Appendix B). Upon confirmation of each college's sample, a cover letter and a checklist (Appendix C) were sent to the facilitator along with the packets of questionnaires for dissemination. Individual packets were prepared for each class selected for the sample. Within each packet the letter to the faculty members included instructions, faculty questionnaire, and the appropriate number of student questionnaires.

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* Frankie Laanan entered and coded the data for the faculty and student surveys. He also compiled the data for tables 34 through 40.

Data from the faculty were derived from a 22 item questionnaire (appended) mailed to individuals teaching one of the selected classes. A total of 297 questionnaires were mailed, and 244 were returned (a response rate of 82%).

Table 21

Faculty Distribution by Type of Class

	Low Transfer Colleges (N=116)		High Transfer Colleges (N=128)		Total (N=244)	
Liberal Arts	59	51%	76	59%	135	55%
Non-Liberal Arts	57	49	52	40	109	44

Source: Center for the Study of Community Colleges, 1995.

Table 22 presents the teaching field of the responding faculty members in the sample colleges.

Table 22

Academic Discipline Assignment by Class Sub-type of Faculty (n = 244)

CLASS SUB-TYPE:	**Low Transfer Colleges** (N=116)	**High Transfer Colleges** (N=128)
Liberal Arts		
Humanities	10%	14%
English	6	8
Fine Art and Performing Art	3	2
Social Sciences	13	13
Sciences	9	9
Mathematics and Computer Science	10	11
Non-Liberal Arts:		
Agriculture	0	1
Business and Office	13	15
Marketing and Distribution	0	0
Health	10	13
Home Economics	0	0
Technical Education	7	4
Engineering Technologies	3	2
Trade and Industry	13	5
Personal Skills and Avocational	3	2
Education	1	1
Other	1	0

Source: Center for the Study of Community Colleges, 1995.

Faculty teaching non-liberal arts courses were chiefly from business areas: accounting, taxes, management, secretarial service, and legal assistants. The health area claimed the next largest teaching area represented in our sample.

Table 23 illustrates the responses of faculty who were asked to rate on a six-point scale (1 = Least Important; 6 = Most Important), what students should gain from a two-year college education. The table indicates the percent of "Somewhat Important" and "Most Important" responses.

Table 23

Faculty Perceptions of What Should Students Gain from a Two-Year College Education

	Low Transfer Colleges (N=116)	High Transfer Colleges (N=128)
(Most and Somewhat Important responses)		
Aesthetic awareness	10%	8%
Understanding and mastery of academic discipline	44	42
Knowledge and skills directly applicable to careers	61	44
Knowledge of and interest in community/world	25	16
Preparation for further formal education (transfer)	43	50
Self-knowledge and a sense of personal identity	35	29

Source: Center for the Study of Community Colleges, 1995.

These results suggest that the greatest difference between respondents in low and high transfer colleges is to the item "Knowledge and skills directly applicable to careers." High college respondents assigned slightly more importance to transfer preparation.

Table 24

Faculty Opinions of College Functioning

FACULTY RESPONSES:		Low Transfer Colleges (N=116)	High Transfer Colleges (N=128)
a.	The faculty should be actively engaged in community service.	85%	81%
b.	Career education and occupational training should be the major emphasis in this college	72	47
c.	Most faculty at this college would prefer to teach at another institution	7.	6
d.	I would like to have closer contacts with university faculty members who teach the same courses I do	69	60
e.	I tend to pattern my teaching after my own college or university courses	37	41
f.	This college is effective in transferring students to four- year colleges and universities	66	78
g.	This college emphasizes programs that help students obtain jobs	83	61
h.	This college emphasizes programs that help students toward the baccalaureate	72	81
i.	Our faculty frequently discuss transfer possibilities with their students	53	60
j.	Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities	26	48
k.	Most campus personnel (administrators, counselors, faculty)are more interested in the students' employment potential than in their transferring to universities	14	8
l.	This college has strong relationships with baccalaureate-granting institutions in terms of curriculum, articulation and faculty exchanges	50	66
m.	Financial aid opportunities at 4-year colleges are communicated to our students routinely	29	29
n.	If I were planning to get a bachelor's degree, eventually I would begin at this college	19	11
o.	Most of our students are not academically qualified to attend a university	26	15

Source: Center for the Study of Community Colleges, 1995.

Item numbers f, h, i, j, k, l, n and o all allude to transfer, with items f, h, i, l and j having significant differences among respondents from high and low transfer institutions.

What might be called a "transfer ethos" appears among respondents in high transfer colleges, with some faculty perceiving their colleges as effective in transferring students, emphasizing programs that help students, frequently discussing and advising on transfer issues, and being strongly related to baccalaureate-granting institutions.

On the other hand, faculty at low transfer colleges agree or agree much more strongly on items focusing on career education (items b, g, and h) than faculty in high transfer institutions.

Table 25

Number of Years Faculty Taught at Current Institution

	Low Transfer Colleges (N=116)	**High Transfer Colleges** (N=128)
Years Taught at Institution		
Less than One Year	13%	6%
1 to 4 Years	22	26
5 to 10	15	22
11 to -20 Years	24	14
More than 20 Years	21	21

Source: Center for the Study of Community Colleges, 1995.

More faculty at low transfer colleges had taught less than one year or 11-20 years.

Student Survey

Results and Discussion

Students surveys (Appendix A-3) were mailed to facilitators in the 14 colleges, who then gave them to the selected faculty to distribute to students in their classes. In all, 5,302 surveys were sent to students and completed surveys were received from 4,695 who completed the 13-question form. Table 26 shows student enrollment by college while table 27 indicates the classes in more detail.

Table 26

Enrollment of Students: Class Type by College Type

	Low Transfer Colleges (N =2185)		High Transfer Colleges (N = 2510)		Total (N = 4695)	
Liberal Arts Classes	1147	53%	1604	64%	2751	59%
Non-Liberal Arts Classes	1038	48	906	36	1944	41
Total	2185	100	2510	100	4695	100

Source: Center for the Study of Community Colleges, 1995.

Table 27

Enrollment of Students by Class Type

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Liberal Arts:		
Humanities	11%	17%
English	5	7
Fine Art and Performing Art	2	2
Social Sciences	17	18
Sciences	9	10
Mathematics and Computer Science	9	11
Non-Liberal Arts:		
Agriculture	0	0
Business and Office	13	13
Marketing and Distribution	1	0
Health	10	13
Home Economics	0	0
Technical Education	7	2
Engineering Technologies	1	1
Trade and Industry	10	5
Personal Skills and Avocational	3	1
Education	1	1
Other	1	0

Source: Center for the Study of Community Colleges, 1995

Tables 28, 29 and 30 present demographic and factual information about the sampled students.

Table 28

Age of Students by College Type

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
19 or Younger	18%	20%
20-23 years old	42	43
24-29 years old	16	14
30-39 years old	16	15
40-49 years old	7	6
Over 50 years old	2	2

Source: Center for the Study of Community Colleges, 1995.

Table 29

Gender of Students by College Type

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Male	44%	41%
Female	56	60

Source: Center for the Study of Community Colleges, 1995.

Table 30

Number of Credits Earned at this or any College by College Type

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
None	10%	9%
1-4 credits	5	4
5-12 credits	20	13
13-30 credits	60	67
30 or more credits	4	8

Source: Center for the Study of Community Colleges, 1995.

Students in high transfer colleges tended to accrue more credit hours than those in low transfer institutions.

Table 31

Number of Credit Hours Enrolled in Fall 1994 by College Type

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
1-4 credits	8%	7%
5-8 credits	12	11
9-12 credits	43	32
Over 12 credits	37	50

Source: Center for the Study of Community Colleges, 1995.

Here, considerably more students from high transfer colleges than from low were enrolled for more credit hours.

Table 32

Racial/Ethnic Identification of Students

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
American Indian	2%	2.%
Asian/Pacific Islander	6	8
Black/African-American	6	3.3
Hispanic/Latino(a)	28	5.2
White	54	77

Source: Center for the Study of Community Colleges, 1995.

Considerably more Hispanic/Latino(a) students responded from low than high transfer colleges

Responses to questions regarding primary reasons for attending college; perception of college emphasis, activities, assistance, and personal affect of instructor; and future plans are presented in tables 33 through 40.

Table 33

Students' Primary Reason for Attending Institution

(N=4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Prepare for transfer to a 4-year university/college	54%	63%
To gain skills necessary to enter a new occupation	39	29
To gain skills to retrain, or remain current in occupation	5	4
To satisfy a personal interest (cultural, social)	3	4
To improve my English, reading and math skills	1	1

Source: Center for the Study of Community Colleges, 1995.

Responses here are as expected - high transfer colleges attract students preparing to transfer whereas low transfer colleges have more people interested in occupational and skill retraining.

Table 34

Students' Perception of the College's Major Emphasis

(N = 4,659)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Preparing students for immediate employment	24%	12%
Adult or continuing education	20	14
Remedial or high school make-up studies	3	3
Satisfying the students' personal interest	11	8
Preparing students to transfer to a university	42	64

Source: Center for the Study of Community Colleges, 1995.

Again, differences here are as expected. Students in low transfer colleges are more likely to be preparing for immediate employment whereas significantly more students in the high transfer colleges are preparing for transfer.

Table 35

Students' Perception of what the College's Major Emphasis SHOULD Be,

(N = 4,659)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Preparing students for immediate employment	30%	18%
Adult or continuing education	12	11
Remedial or high school make-up studies	0	1
Satisfying the students' personal interest	13	11
Preparing students to transfer to a university	45	59

Source: Center for the Study of Community Colleges, 1995.

This question again follows the line of thinking and planning expressed in the previous two tables.

Table 36

Students' Perception of Helpfulness Regarding Transfer

(N = 4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Counselors	65%	72%
Instructors	81	82
Clubs and Activities	26	23
Financial Aid	52	51
Other student(s)	53	55

Source: Center for the Study of Community Colleges, 1995.

Among both cohorts, instructors are seen as the primary source of assistance to students. Counselors are rated as helpful more in high transfer colleges more than low.

Table 37

Students' Participation in Various Activities

(N = 4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Peer group advising	10%	9%
Counseling	49	45
Orientation sessions	38	38
Financial aid advising	38	28
On-Campus paid employment	7	10

Source: Center for the Study of Community Colleges, 1995.

Low transfer colleges offer more financial aid advisement but less on-campus employment.

Table 38

Students' Perceptions of College Affect

(N = 4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Provided focus and direction	78%	74%
Gave me confidence	74	69
Informed me of alternatives	58	59
Made me feel better educated	82	79
Helped me develop employable skills	62	57
Increased my self-awareness and insight	74	70
Increased my desire for further education	84	80

Source: Center for the Study of Community Colleges, 1995.

While some differences are significant, this reflects the size of the population more than the percentage of change.

Table 39

Students' Perceptions of College Opportunities

(N = 4,695)

	Low Transfer Colleges (N=2,510)	High Transfer Colleges (N=2,185)
Opportunities for further education at a four-year college or university	52%	69%
Opportunities about jobs and future employment	47	30

Source: Center for the Study of Community Colleges, 1995.

This question seems to succinctly sum up the differences between low and high transfer institutions in terms of emphasis. The low cohort perceives the institution as providing information about jobs and future employment; the high transfer colleges present more information on further education at baccalaureate-granting institutions.

Table 40

Projection of Students' Future Activities or Involvement

(N= 4,695)

	Low Transfer Colleges (N=2,510)	**High Transfer Colleges** (N=2,185)
Working in a new job for which you are being prepared	41%	32%
Using skills that you learn here to do a better job in a field in which you have been employed	10	8
Enrolled in a four-year college or university	47	55
Better able to read, write or compute	2	3
More understanding of your family, friends or co-workers	1	2

Source: Center for the Study of Community Colleges, 1995.

Again here the responses typify the students planning according to low and high transfer colleges. Fifty-five percent (55%) of the respondents in high transfer institutions as opposed to 47% in low transfer colleges plan to be enrolled in a four-year college or university three years from the time they responded to this survey.

Impressions and Perceptions from Site Visits

Figuring out the reasons for the differences among low and high transfer colleges is difficult. Some of what might be perceived as differences are based wholly on impressions. The General Interview Form and both Faculty and Student Surveys discriminate to some extent, but explanations are incomplete and often subtle.

Low Transfer Rate Colleges

Here we present some of our impressions from interviews at low-transfer institutions:

College 1

Staff members at this college acknowledge that the low level of transfer activity in the institution is a weakness that must be overcome. They blame low transfer rates on: their general education curriculum that is poorly articulated with neighboring universities; their student population (predominently low-income, first generation college-going); and their own failure to make transfer an institutional priority.

Transfer seems to be basically unrelated to the curriculum; 30 percent of the students declare a transfer intent but few stay through. Their general education curriculum is not antagonistic to transfer; it is irrelevant, and while the students now coming in are more transfer-oriented, their entering abilities are down, with 15 to 20 percent of them ready for college English and the others one or two levels below.

Transfer might be enhanced if the college bolstered its transfer center and attained some public visibility for their transfer effort. If the prerequisites to a university program were the same as for all the colleges in the district, that might help, too .The staff are confident, however, that transfer will increase in the future -- mainly because the student population is shifting -- from blue collar to "suburban," an euphemism for a population with more education and income.

College 2

Impediments to transfer here include a lack of definition regarding the role of faculty advisors and no special time allowed for advising; it is something extra that they must do. It has no relation to their instructional load. "One instructor has 80 advisees, another has three." Students are not assigned a faculty advisor and the faculty are not well informed. They feel the "lack of an organized transfer effort."

In general, they know practically nothing about transfer. It is not a concerted activity, rather, it is a vague phenomenon, part of the air but with no one paying direct attention to it. The college does not have faculty exchanges with neighboring universities. The course syllabi do not include specific objectives, although there is an outcomes booklet with departmental goals from which the faculty are supposed to derive specific objectives. No evidence that they will do this.

A most interesting feature of this college is that perceptions of the people interviewed are quite different from our actual data. Perhaps this is because they themselves have no data, no awareness of transfer figures. At the same time, the college seems to be a vigorous, well-run and self-satisfied institution. We saw little disgruntlement

and quite a bit of pleasure in what they are doing. One respondent felt that the future role of the community college should be to emphasize teaching but to concentrate on retraining for new job skills: "We do not need this many baccalaureate holders but do need people who are able to go on to different jobs."

The college goes rolling along. It seems to be isolated and insular. It certainly does not pay much heed to the community around it except for the fact that jobs might be lacking. But there is no community center. In a sense, it is like an old fashioned junior college with minimal orientation toward its community.

College 3

The staff want us to believe that transfer is important to the institution. But based on the meetings and materials, an alternative image emerges. As much as the administration may esteem transfer, the institution is pulled in a very different direction. Students are lower-income, if not poor; they are primarily concerned with education providing them with employment (sooner rather than later); many of them need developmental, remedial or ESL assistance. Sixty (60) percent are part-time; 78 percent are on student aid, with the college the largest Pell Grant recipient in the state.

The college seems to be an agenda-less place in terms of transfer. While one interviewee marked transfer as most emphasized and most desired, the others gave it a lesser emphasis. Although the college welcomes students, it seems as if the real point is to expose them to college, not involve them in an actual college experience. It is almost as if the staff say, "Your entry card to the world is just having been at this institution; the B.A. and even the A. A. degrees are incidental."

College 4

Many of this college's newsletters suggest an interest in transfer-related activities; still, transfer is low. As the interviews show, there is much discrepancy in response among the key administrators and faculty leaders. Perhaps the confusion in intentions permeates the campus. Everyone gets different signals -- this even in a college where the staff had been prepped regarding the purpose of our visit and had the interview forms to use in advance rehearsal.

The college, located in a lovely campus, is surrounded by four-year institutions with many further-education options for the students. However, articulation with the affiliated state universities is weak. The community college programs are criticized and this in spite of vigorous science labs and enthusiastic department personnel.

The need for remedial education and financial aid are other issues. Many scholarships are restricted to full-time students, but most students are part-timers. However, despite the low transfer rate, for many administrators and faculty, transfer is viewed as an ultimate goal, an important function.

College 5

A certain mass of people, publications, and ideas are necessary to come together for any one function to be emphasized. Since all functions are good, useful, justifiable, in service to the public, a collectivity must be present if one is to be emphasized. As example, transfer effects transfer because more students come expecting to transfer and more staff believe that transfer is the primary function of the institution. A spiral effect occurs; more

begets more. In the dozen or so counties surrounding colleges in this state, the word must be out in the high schools, "If you expect to get a baccalaureate, go to the nearest university; if you want to take an occupational program, go to the community college." Based on comments by the staff, emphases in the publications, and transfer rates, all of these perceptions seem to be in place.

Two words sum up this institution: laid back. The people were most cordial, as they seem to be in all these campuses, but really not terribly informed. They had no data readily available. They seemed not to understand the comprehensiveness of the college. They did not emphasize a transfer program or a core program. Everything was rather equal and rather all right. Transfer itself seems to be something of little concern. It is there but then so are the career programs. Some respondents were concerned that the career programs were training people for jobs that no longer existed. Recently the state has mandated that the college cannot justify sustaining an occupational program if there are no jobs available.

High Transfer Rate Colleges

General impressions based on on-site interviews and campus observations at high transfer rate institutions follow:

College 6

The college is an enigma; what makes it tick? It has a high transfer rate, it seems to be involved in transfer and less so in career education because that is what it has always

done. There is some enthusiasm and a fair amount of self-deception, but the college produces many transfers.

Size may make a difference, with the smaller colleges having higher transfer rates. Part of this is related to the development of alternative programs; occupational programs are expensive and to mount a variety of different types of programs, the institution must have a sizable student body. The smaller colleges may have nothing to do except to pursue their original purpose. This college places great emphasis on transfer for three reasons:

- Transfer is essential to students getting jobs in an area where the only remaining employers are service industries;
- Transfer is comparatively easy; students need only go 10 miles to the university and they need only a 2.0 grade point average to transfer;
- Transfer has been a defining feature of the college for many years, the means by which it justifies itself and its worth in the eyes of the community.

College 7

Before we began the interviews, the transfer coordinator brought us to the transfer center room; adjacent was a much smaller and much more poorly equipped career exploration center. The tone was set!

Faculty are very well informed; they participate in the college fair, high school visits, open houses. At least one representative from each department is there. The on-line faculty know the transfer agreements of the different universities. No one at the college

seems interested in the innovative community service and modern technology programs that some of the larger institutions with more creative leadership have developed. Similar to college six, it has a high transfer rate by default; transfer is essentially all that the college does.

The transfer coordinator is well regarded, tremendously enthusiastic and organized. In fact, she seems to be the dominant force in the college. Working closely with the president but probably independent in the way she functions, she proudly showed us her transfer resource center, with over 3,000 college and university catalogues and 500 college videotapes. The career center, in comparison, is sparse. Students use this small but functional center in an informal way and at their leisure.

College 8

This college is the most academic of the 10 institutions visited. It was built in the 1960s, a traditional community college, and has not deviated much from its earlier plan. About 80 percent of the programs are considered to be academic, with rather limited offerings, while others are occupational and developmental. There is also a very concentrated continuing education program. In addition, a neighboring state center is devoted to improving undergraduate education at both community colleges and universities. In the view of one respondent, it is the most significant factor for promoting transfer in the state.

One program exemplifies articulation between the high school and college and the college and university. High school juniors can graduate with as many as 90 college credits. The important thing is that the state and its educational institutions are looking at

articulation, not only in terms of the university/two-year college connection but also, the two-year college and the high school. And this is really what articulation or smooth-flow could be.

In general, the high transfer rate here may be due to a proactive college, may be an historical accident, may be geographical. Deliberate policies are not uniform, perhaps not discernible. Sometimes the feeling of a college culture or set comes through but not always. The pain is in the transition from one emphasis to another as state funds or policies or local demography shift.

College 9

One indicator of the effort to sustain the transfer image at this college is its Transfer Center, organized three years ago. The college employed an experienced manager to organize the center; it was not set up as a token but as a central part of college activities.

There is a strong commitment to the liberal arts and many courses can fulfill the general education requirements. One of the impediments to transfer is that the universities will accept the students' requirements only sporadically. Technically, any student who finishes 56 units is guaranteed admission to a university junior year program, but very few of those who do apply are admitted. The universities still select -- and reject. And their criteria for so doing seem unstable.

College 10

This college is like stepping back in a time warp. It has dormitories for almost 900 students and some archaic academic buildings. The grounds are spacious, and the campus is certainly different from most community colleges -- traditional and dedicated.

The college is truly anomalous. It is a public community college built on the corpus of a church-related institution that had staggered along as a preparatory academy until it was taken over by the county and subsequently by the state. Like several other high transfer-rate colleges, the institution has few occupational programs. Its major emphasis truly is transfer

Summary and Recommendations

What, then, are the influences affecting a college's transfer rate? Why does one college transfer many students to four-year institutions while its proximate college transfers few? What internal forces seem effective? What can be done to facilitate greater access to universities for community college students?

Answers to some of these questions are implied throughout the text -- for example, when the college personnel actively endorse and encourage transfer, more students move on to baccalaureate granting institutions. Other answers are more dependent upon people and places outside the colleges -- as the transition from college to university would be facilitated by clear articulation agreements, by universities accepting specific two-year

courses more readily, and by counseling in the university to better assist students who transfer.

One overarching conclusion is clear. Along with many aspects of college culture and outcomes, transfer rates change little from year to year. They are embedded in institutional history and circumstances. A college draws the same types of students from the same secondary schools year after year. And it sends the same proportion of them on to the same universities. The only trends affecting this statis are massive shifts in community demographics (rare phenomena) or repeated, well-funded occupational programs designed for specific local industries, again rare.

The data from interviews with key personnel and from faculty and student surveys provide other insights. These are enumerated in terms of the state, the college generally, the universities, the faculty, and the students.

The State. Our site visits, individual interviews with key college personnel, and perusal of college documents (catalogs, news releases, board minutes) indicate that although their omission may be effective (e.g. the lack of common course numbering among all postsecondary institutions), state policies do not directly impinge on transfer. Articulation agreements are helpful to both the colleges and receiving institutions, but probably affect transfer rates only marginally.

Common course numbering is a factor in guaranteeing that proper credit will be given for courses taken at the feeder colleges. If a state does not keep this system in place (and most states do not), we recommended that it be seriously considered. Arizona is an example of one state where such a procedure is firmly in place.

The Colleges. Our data show that in colleges with high transfer rates, key personnel are more ready to assign transfer priority than in low transfer colleges. In these high colleges, a transfer ethos is perceivable, more administrators seem to be involved, and transfer is an obvious focus among all personnel.

We recommend that while still acknowledging the other colleges function -- occupational development and retraining, community services, developmental -- transfer must be seen as the one function that makes the institution collegiate. College newspapers and other media could emphasize transfer by highlighting students, pointing out success stories of those who have transferred, and providing key information on the transfer process.

Colleges also might use their transfer rates as a baseline for future activities. Is transfer something that should be increased over the years? Is it a marketable product of the college?

The University. University faculty and administrators often express a second best view of the community college. Although the colleges are directly helpful in siphoning off lower division students for a time when the university may not have room, many university departments and individuals make life difficult for in-coming transfer by not accepting specific courses, not allowing admissions to some degree programs, not perceiving transfers as adequately prepared. This should not be a difficult problem to address, providing that the universities want to welcome transfers. At certain times, these incoming juniors are economically vital to the university. Overall, though, few university staff members appreciate the job of allocation that the community colleges do for them.

The Faculty. Faculty play a key role in the transfer process. They assist counselors in providing information, they can chair student honors associations and other clubs that speaks to potential transfers, they can encourage office hour visits. Some faculty may also engage in exchange programs with their university counterparts -- broadening the base of understanding on the part of both student cohorts and their own peers. Faculty may also be sensitive to personal problems of their students -- financial need, lack of preparation, lack of information and lead them to sources for specific help.

The Students. Preliminary findings in a UCLA dissertation by Nancy Knight suggests that students who come from high schools with sufficient reading and mathematics skills are more likely to transfer than those who require developmental courses in the community college. Adequate high school preparation is important to eventual transfer, and students could best develop their academic skills while still in high school. They might also talk more with counselors regarding future options -- immediate career or college? If college, which one?

In sum, transfer is still a dominant force in the American community college. However, it cannot just be taken for granted, assumed to be operating effectively. Colleges must continue to work on their transfer rates; they must publicize the functioin, take steps to encourage it. Students who have transferred from high schools to colleges should be able to transfer from the college to four-year institutions with assistance when necessary. Encouragement and actual practical information should help students making the transition and should assist the college in knowing their actual transfer rates and increasing that rate if the colleges so desire.

References

Cohen, A. M., Brawer, F. B., and Bensimon, E. M. *Transfer Education in American Community Colleges: Report to the Ford Foundation*. Los Angeles: Center for the Study of Community Colleges, 1985, (ED 255 250).

Cohen, A. M., and Ignash, J. R. *An Overview of the Total Credit Curriculum*. New Directions for Community Colleges, 22 (2), Summer 1994 (EJ 488 401).

Grubb, N. *The Postsecondary Education of 1972 Seniors Completing Vocational A. A. Degrees and Certificates*. Berkeley, CA: MPR Associates, 1987.

Appendix A-1

DATE _____
COLLEGE _____
INTERVIEWER _____

CEO (president, chancellor)	____	Counselor	____
Member of board of trustees	____	Transfer center coordinator	____
Chief academic dean	____	Articulation officer	____
Division or department head	____	Institutional researcher	____
Student affairs officer	____	Financial aid officer	____

Policies and Programs That Affect Students

GENERAL INTERVIEW FORM

We have been working on issues pertaining to student outcomes for many years. Now we are focusing on specific policies and programs related to this function. We have selected several community colleges across the country and are interviewing a number of key personnel in order to answer certain questions. We are pleased to have this opportunity to talk with you for less than an hour. Please feel free to answer as openly as possible since personal identification and all responses are confidential.

1. **How do you think the five general functions of community colleges are emphasized here? (Most important function=1, second=2, and last=5)**
   - (a) Career upgrade _____
   - (b) Community services _____
   - (c) Job entry _____
   - (d) Remedial/Developmental _____
   - (e) Transfer _____

2. **If you had full control over the situation at this college, how would you rank these functions?**
   - (a) Career upgrade _____
   - (b) Community services _____
   - (c) Job entry _____
   - (d) Remedial/Developmental _____
   - (e) Transfer _____

3. **What forces within your own institution contribute to or facilitate transfer?**
   - Counseling and advising services _____
   - Established transfer centers _____
   - Faculty advisors _____
   - Information systems _____
   - Support from administrators, other staff _____
   - Other (spell out) _____
     _____
     _____

4. **What forces seem to impede the transfer process?**

   Counseling and advising services _____
   Established transfer centers _____
   Faculty advisors _____
   Information systems _____
   Support from administrators, other staff _____
   Other (spell out)_____
   _____
   _____

5. **What would you estimate to be the percentage of students from this college who transfer to four-year colleges or universities?** _____

6. **What particular student services tend to facilitate transfer on this campus (e.g. transfer days counseling, visits from university personnel, etc.)?**

7. **What types of financial aid are available to what students? How many students receive it?**

8. **How are students made aware of available financial aid (e.g. school newspaper)?**

9. **Generally, how well informed is the faculty on transfer issues?**

10. **Aside from their actual teaching, what direct input do faculty make to students who expect to transfer? For example, encourage meeting students at their office hours?**

11. **What role do administrators play in advising students for transfer?**

12. **Are there jobs on campus for students? How many? What do they do?**

13. **What types of honors programs and/or campus clubs exist? What do you think are the students' perceptions of these programs?**

14. **Describe:**

    How many faculty use course syllabi that include specific student outcomes?

    Faculty exchanges between two and four-year institutions?

    Mandatory orientation sessions?

    Mandatory placement in special programs?

14. Describe: (continued)

Articulation agreements?

Common course numbering?

Course equivalent?

Other _____
_____
_____

15. And what in the curriculum hinders this same process?

16. What program, curriculum, or set of courses contribute most to transfer?

17. Can students enroll concurrently at this college and at another institution? Do they?

18. What state or system policies have a positive impact on transfer? (e.g. articulation guidelines)

19. What are the major universities and four-year colleges to which your students transfer? Approximately how far away are they from your college?

20. Assuming that transfer from two-year colleges to baccalaureate institutions is desirable, what steps would you like to see taken to facilitate that process?

Appendix A-2

Policies and Programs That Affect Students

FACULTY SURVEY

Dear Faculty Member:

Your college is involved in a national project to understand policies and programs that affect students. Your college's class schedule indicates that you are teaching _____ in fall term, 1994. If you are not teaching that class, please forward these materials to the instructor to whom it has been assigned. If the class has been canceled, please return all materials to the person from whom you received them.

Please distribute the Student Surveys to the students in your class and complete the Faculty Survey yourself.

All responses will be kept confidential and will be used only in statistical analyses. We thank you for your participation.

1. What do you think students should gain from a two-year college education? Please rank the following statements in order of importance. (1=most important; 2=second; 6=least important).

(a) Aesthetic awareness ____

(b) An understanding and mastery of some academic discipline ____

(c) Knowledge and skills directly applicable to their careers ____

(d) Knowledge of and interest in community and world problems ____

(e) Preparation for further formal education (transfer) ____

(f) Self-knowledge and a sense of personal identity ____

2. Please respond to the following questions by circling one response for each statement.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
(a) This college should be actively engaged in community service.	1	2	3	4	5
(b) Career education and occupational training should be the major emphasis in this college.	1	2	3	4	5
(c) Most faculty at this college would prefer to teach at another institution.	1	2	3	4	5
(d) I would like to have closer contacts with university faculty members who teach the same courses that I do.	1	2	3	4	5
(e) I tend to pattern my teaching after my own college or university courses.	1	2	3	4	5

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
(f) This college is effective in transferring students to four year colleges or universities.	1	2	3	4	5
(g) This college emphasizes programs that help students obtain jobs.	1	2	3	4	5
(h) This college emphasizes programs that help students toward the baccalaureate.	1	2	3	4	5
(i) Our faculty frequently discuss transfer possibilities with their students.	1	2	3	4	5
(j) Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities.	1	2	3	4	5
(k) Most campus personnel (administrators, counselors, faculty) are more interested in the students' employment potential than in their transferring to universities.	1	2	3	4	5
(l) This college has strong relationships with baccalaureate-granting institutions in terms of curriculum, articulation, faculty exchanges.	1	2	3	4	5
(m) Financial aid opportunities at four-year colleges are communicated to our students routinely.	1	2	3	4	5
(n) If I were a student planning to get a bachelor's degree, eventually I would not begin at this college.	1	2	3	4	5
(o) Most of our students are not academically qualified to attend a university.	1	2	3	4	5

3. How many years have you taught in your current institution?

(a) Less than one year _____
(b) 1-4 years _____
(c) 5-10 years _____
(d) 11-20 years _____
(e) more than 20 years _____

Thank you very much for your participation in this project.

Appendix A-3

Policies and Programs That Affect Students

STUDENT SURVEY

Dear Student

Your college is one of several community colleges across the country that is involved in a national project to understand the policies and programs that affect students. As one part of the project, we ask you to respond to this short survey. The information you provide is confidential and will be used only in statistical analyses that will not reveal your identity in any way. Please respond to each question to the best of your ability. We thank you for your participation.

1. **What is the primary reason you are attending this institution at this time? (Check one only).**

(a) To prepare for transfer to a four year college or university	____
(b) To gain skills necessary to enter a new occupation	____
(c) To gain skills necessary to retrain, or remain current in an occupation	____
(d) To satisfy a personal interest (cultural, social)	____
(e) To improve my English, reading, or math skills	____

2. **What do you think this college's major emphasis is? (Check one only).**

	Is
(a) Preparing students for immediate employment	____
(b) Adult or continuing education	____
(c) Remedial or high school makeup studies	____
(d) Satisfying the students' personal interests	____
(e) Preparing students to transfer to a university	____

3. **What do you think this college's major emphasis should be? (Check one only).**

	Should Be
(a) Preparing students for immediate employment	____
(b) Adult or continuing education	____
(c) Remedial or high school makeup studies	____
(d) Satisfying the students' personal interests	____
(e) Preparing students to transfer to a university	____

4. How helpful is each of the following to students who want to transfer to a four-year college or university?

	Very Helpful	Some-what	No Opinion	A Little	Not at All
(a) Counselors	____	____	____	____	____
(b) Instructors	____	____	____	____	____
(c) Clubs and Activities	____	____	____	____	____
(d) Financial Aid	____	____	____	____	____
(e) Other Students	____	____	____	____	____

5. In which of the following have you participated? (Check all that apply).

(a) Peer group advising ____
(b) Counseling ____
(c) Orientation sessions ____
(d) Financial aid advising ____
(e) On-campus paid employment ____

6. How much has this college affected you?

	Very Much	Some-what	No Opinion	A Little	Not at all
(a) Provided focus and direction	1	2	3	4	5
(b) Gave me confidence	1	2	3	4	5
(c) Informed me of alternatives	1	2	3	4	5
(d) Made me feel better educated	1	2	3	4	5
(e) Helped me develop employable skills	1	2	3	4	5
(f) Increased my self awareness and insight	1	2	3	4	5
(g) Increased my desire for further education	1	2	3	4	5

7. In general, since you have been at this college, have you received <u>more</u> information about: (Check one only).

(a) Opportunities for further education at a four-year college or university? ____
(b) Opportunities about jobs and future employment? ____

8. Within the next three years, what is the likelihood that you will be: (Check one only).

(a) Working in a new job for which you are being prepared? _____
(b) Using skills that you are learning here to do a better job in a field in which you have been employed? _____
(c) Enrolled in a four-year college or university? _____
(d) Better able to read, write, or compute? _____
(e) More understanding of your family, friends, or co-workers? _____

9. Your age:

(a) 18 or younger _____ (d) 30-39 _____
(b) 20-23 _____ (e) 40-49 _____
(c) 24-29 _____ (f) over 50 _____

10. Gender:

(a) Female _____ (b) Male _____

11. How many credit hours have you earned at this or any college?

(a) 0 _____ (c) 5-12 _____
(b) 1-4 _____ (d) 13-30 _____

12. How many credit hours are you taking this term?

(a) 1-4 _____ (c) 9-12 _____
(b) 5-8 _____ (d) over 12 _____

13. Are you:

(a) American Indian _____ (d) Hispanic/Latino(a) _____
(b) Asian/Pacific Islander _____ (e) White _____
(c) Black/African-American _____ (f) Other. Please specify _____
_____

Thank you for participating in this project.

Arthur M. Cohen Florence B. Brawer Judith S. Eaton

Appendix B-1

June 27, 1994

«PREZ NAME»
«COLLEGE NAME»
«STREET ADDRESS»
«CITY», «STATE» «ZIP CODE»

Dear President «PREZ LNAME»:

For several years, Florence Brawer, Judith Eaton, and I have been examining various issues pertaining to the transfer of students from community colleges to four-year colleges and universities throughout the United States. As a continuation of our studies we plan on visiting a number of colleges and would like to consider «COLLEGE NAME» among them. The visits would be for one day sometime in the next six months and would involve our interviewing several staff members and surveying faculty and students in a few classes.

Let us know if you can participate by returning the enclosed Response Form by July 15. If you desire further information, please call (310) 208-6088 or fax (310) 206-8095.

Thank you.

Cordially,

Arthur M. Cohen
President

Enclosure

RESPONSE FORM
POLICIES AND PROGRAMS RELATING TO TRANSFER

☐ YES, WE WILL PARTICIPATE ☐ NO, WE WILL NOT PARTICIPATE

COLLEGE NAME: _____

_____

PRESIDENT'S NAME: _____

Name of staff member at our college who will coordinate the visit and serve as a contact:

NAME: _____

POSITION/TITLE: _____

ADDRESS: _____

_____

_____

PHONE NUMBER: _____

FAX NUMBER: _____

Please return this form by Friday, July 15, 1994 to:

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
1749 MANDEVILLE LANE
LOS ANGELES, CA 90049

We look forward to working with you on this important project. If you have any questions, please call me at (310) 208-6088 or fax (310) 206-8095.

Respectfully,

Arthur M. Cohen
President

Appendix B-2

July 12, 1994

«CONTACT PERSON»
«TITLE»
«COLLEGE NAME»
«ADDRESS»
«CITY1», «STATE1» «ZIP1»

Dear «CONT.LNAME»:

Your college president, «PREZ NAME» has suggested that we contact you as campus facilitator for our project, "Policies and Programs Related to Transfer." Arthur M. Cohen, Judith S. Eaton and I plan to visit 16 colleges in various parts of the country to better understand the role these institutions play in college transfer. We plan to spend a day on each campus, talking with various staff members: President, members of the board of trustees, academic dean, division or department head, student affairs officer, counselor, transfer center coordinator, articulation officer, institutional researcher, and financial aid officer.

We shall also select a few classes in which we will distribute a short survey form of opinions to the faculty member and students. These will be mailed to you at a later date after we have discussed the actual date to visit. In the meantime, would you please send us your college catalog, Fall 1994 class schedule, the most recent self study, and any follow-up studies, press releases, and institutional research reports pertaining to your student outcomes.

We shall get back to you again shortly. Please call if you have any questions.

Cordially,

Florence B. Brawer
Research Director

Appendix B-3

August 24, 1994

«CONTACT PERSON»
«TITLE»
«COLLEGE NAME»
«ADDRESS»
«CITY1», «STATE1» «ZIP1»

Dear «CONT LNAME»:

President «PREZ NAME» has indicated that you will coordinate the project that Arthur M. Cohen, Judith S. Eaton, and I are conducting with «COLLEGE NAME». We hope to visit you at some later date. In preparation for our visit, we need certain information about your college.

In order to select classes in which to survey faculty and students, we need a copy of your current college catalogue and a Fall 1994 schedule of classes. We would also like your press releases from previous academic years, newspaper clippings, and copies of recent self-studies.

I have enclosed copies of the surveys. We plan to send packets to you for distribution to the selected classes in early November.

We look forward to working with you on this project.

Cordially,

Florence B. Brawer, Ed.D.
Research Director

Appendix B-4

DATE

«CONTACT PERSON»
«TITLE»
«COLLEGE NAME»
«STREET ADDRESS»
«CITY», «STATE» «ZIP CODE»

Dear «CONT.LNAME»:

Good talking with you this afternoon. Arthur Cohen, Judith Eaton and I look forward to our visit to «COLLEGE NAME» and your participation in the "Policies and Programs that Affect Transfer" project.

We would like to have individual interviews, lasting about 30 minutes, with each of the following: President «PREZ LNAME», you, a member of the board of trustees, academic dean, division or department head, student affairs officer, counselor, transfer center coordinator, articulation officer, institutional researcher, and financial officer. Starting about TIME a.m., we will need probably three hours in all.

We look forward to seeing you at TIME on DAY, DATE for our interviews. In the meantime, if you have any questions, please call us at (310) 208-6088. We look forward to meeting with you and your colleagues.

Cordially,

Florence B. Brawer, Ed.D.
Research Director

Appendix B-5

DATE

«CONTACT PERSON»
«TITLE»
«COLLEGE NAME»
«STREET ADDRESS»
«CITY», «STATE» «ZIP CODE»

Dear «CONT.LNAME»:

Enclosed is a three page list of classes in which we would like to administer surveys to students and faculty. In preparation for administering the survey, we need further information. For the class listings that have the word "staff" under the instructor column, we will need the instructors name. We also need an approximate number of students enrolled in each class. This will ensure that we provide the sufficient number of surveys to you. Lastly, please verify the class meeting times/day and whether the classes listed will be taught during fall 1994 semester. If a certain class has been canceled, we will select another class in its place.

As soon as we receive the above information, we will send separate packets for each class that include the faculty/student surveys and instructions to your office by November 4. The goal is to administer the surveys during the week of November 4-18.

In order to expedite this process, we are requesting that you return the editions via facsimile. Our fax number is (310) 206-8095. If you have any questions or need further information, please feel free to call us at (310) 208-6088.

Cordially,

Florence B. Brawer, Ed.D.
Research Director

DIABLO VALLEY COLLEGE (CA)
Fall 1994 (as of 10-26-94)

	SEC	Course Code	Course Title	Academic Credits	Day	Meeting Time	Building/ Room	Instructor(s)	Enrollment
Administration of Justice									
	124-081	ADJUS 124	Elements of Corrections	3.0	M	0700-1000P	AB 213	Nice, E.	34
Apparel Design									
	114-082	APDES 114	History of Costume	3.0	T	0700-1000P	LA 211	Mc Carney	25
Art									
	105-004	ART 105	Intro to Drawing and Color	3.0	M W	1000-0100P	A 303	Krup, M.	25
Astronomy									
	110-006	ASTRO 110	The Visible Universe	3.0	M W F	1200-0100P	SC 601	Sassee, P.	37
Business									
	101-002	BUS 101	Business English	3.0	M W F	0900-1000A	BE 201	Grottola, A.	32
	110-002	BUS 110	Keyboarding I	2.0	T TH	0900-1100A	BE 215	Foster, J.	30
	181-002	BUS 181	Applied Accounting	3.0	T TH	1100-1230P	BE 210	Foster, D.	16
Chemistry									
	108-006	CHEM 108	Introductory Chemistry	4.0	M W F	0900-1000A	PS 239	Ulrich, M.	26
Computer Science									
	100-381	COMSC 100	Intro to Computers & Data	3.0	M W	0515-0645P	CHE 215	Marachi, F.	Canceled
Construction									
	135-001	CONST 135	Construction Processes	2.0	M W F	1000-1200	ET 120B	Valdez, J.	24
Dental Assisting									
	171-001	DENTL 171	Dental Morphology	3.5	M	0800-1100	TE 112	Boyd, L.	16
					M	1200-0130P	TE 111	Boyd, L.	
Dental Hygiene									
	121-001	DENHY 121	Dental Morph. & Prophylax	4.0	M F	0900-1000A	TE 110	Heckman, B.	19
					M F	1000-1200P	TE 103X	Heckman, B.	
					W	1100-0100P	TE 111	Walter, Cha	
Drama									
	122-001	DRAMA 122	Basic Principles of Acting	3.0	T TH	0800-0930A	ARENA	Berman, H.	20
Economics									
	221-001	ECON 221	Principles of Microeconomics	3.0	T TH	0800-0930A	LA 122	Staff	18

Appendix B-6

November 3, 1994

«PREZ NAME»
«COLLEGE NAME»
«STREET ADDRESS»
«CITY», «STATE» «ZIP CODE»

Dear President «PREZ LNAME»

This is in regard to the nationwide study of policies and programs that affect community college students in which your college is participating. The next phase of the study involves a survey of a random sample of faculty and students whom we have selected. Survey packets have been sent to «CONTACT PERSON» at your college who will be disseminating the surveys. The faculty and students will respond during the week of November 14-18.

We look forward to receiving the data from your college. Thanks again for your participation in this important national study. After we have coded the faculty and student responses from all the colleges that are participating, we will send a report to you. All information will be confidential - no college's response will be released by name.

Cordially,

Arthur M. Cohen
President

Appendix C-1

CENTER FOR THE STUDY OF COMMUNITY COLLEGES

NON-PROFIT CORPORATION

[illegible]

[illegible] GRAHAM

[illegible] VANCE, LEE LANE
LOS ANGELES, CALIFORNIA 90049
310 208-6088

Dear Colleague

Thank you for participating in our nationwide study of policies and programs that affect community college students. This phase of the study involves a survey of faculty and students whom we have selected at random from your Fall, 1994 class schedule.

These sections are listed along with the designated instructor on the enclosed CHECKLIST. Because of the small sample, it is essential that the instructor and the students in each of the selected course sections respond to this survey. If you know that a named section was assigned to a different faculty member, please give the survey form to that person. If the class was canceled, specify why on the first page of the form and return it to us when you return the others.

Enclosed are the survey materials. An individual packet has been prepared for each class section. Each packet contains a letter, a faculty survey, student surveys, and an envelope addressed to you. Please distribute these packets during the week of November 14-18. When the surveys are completed, the respondents will seal them in the envelope and return to you. The surveys must be administered during the time specified above.

As you receive the completed survey packets, check off the respondents' names on the CHECKLIST. When you receive all the survey forms, return the sealed envelope to us. An address label is provided for this purpose. Try to get them all in the mail by November 30.

If you have any questions, please call us. Also, we will be pleased to get in touch with any faculty member who needs clarification on the purposes of the survey; let us know if instances arise where you feel this would be desirable.

Thanks again for your participation in this important national study. We recognize that it takes time for you to do all this and we appreciate it.

After we have coded the faculty and student responses from all the colleges that are participating, we will send a report to you. All information will be confidential; no college's responses will be released by name.

Cordially,

Arthur M. Cohen
President

Enclosures

BEST COPY AVAILABLE

CHECKLIST FOR: _____

COLLEGE NAME: _____

Instructor	Course Name	Section	Date Returned

Appendix C-2

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON-PROFIT CORPORATION

ARTHUR M. COHEN
FLORENCE B. BRAWER

1749 MANDEVILLE LANE
LOS ANGELES, CALIFORNIA 90049
(310) 208-6088

IMPORTANT INSTRUCTIONS

Dear Faculty Member,

We are conducting a national project to understand the effects of policies and practices on student outcomes. For this phase of the project, we are surveying a small sample of faculty and students in 16 community colleges from around the country. Our random review of your college's class schedule has yielded one of the class sections that you are teaching.

The surveys enclosed will take only a few minutes to complete. Please ask your students to complete them in class.

To ensure confidentiality, we have provided you with an envelope in which you should seal your completed survey forms. Please return this envelope to the campus facilitator to whom it is addressed by November 25. If you did not teach the class section indicated on the survey form, please return the packet to the facilitator so that it can be forwarded to the proper instructor.

After collecting all the forms from your colleagues and students at your campus, your facilitator will return the sealed envelopes to us. All tabulations will be confidential, no responses will be identified by class section or college. We seek only national norms.

We appreciate your prompt attention and participation in this important educational survey.

Cordially,

Arthur M. Cohen
President

Enclosures

Appendix C-3

February 17, 1995

«CONTACT PERSON»
«TITLE»
«COLLEGE NAME»
«STREET ADDRESS»
«CITY», «STATE» «ZIP CODE»

Dear «CONT.LNAME»:

You and your colleagues provided most useful information when we visited with you. Now here is an update on the Policies and Programs that Affect Transfer project in which your college is participating.

We have received all the student and faculty questionnaires from the 14 colleges involved in the project. To date, we have collected over 7,000 student questionnaires and over 350 faculty questionnaires. Currently, we are in the process of inputting and analyzing the data. We are excited about the mass of data that we have and look forward to providing a comprehensive report in a few months.

In the meantime, we would like to express our sincere appreciation for all your efforts in helping make this project a success. Your efforts in coordinating the campus visit, coordinating the interviews, and disseminating the questionnaires reflected your dedication and commitment to this critical study about student transfer. You are key players in this project and we would not have been successful without your assistance. Art, Judith and I would like to extend our sincere appreciation for your time and energy in this endeavor.

If you have any questions about the progress of the project, please feel free to call. Otherwise, we will be in contact with you soon.

Cordially,

Florence B. Brawer, Ed.D.
Research Director